

THE RELATIONSHIP OF 4-H CLUB MEMBERSHIP TO
ACADEMIC ACHIEVEMENT AND LEADERSHIP

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION AND REVIEW OF THE LITERATURE	1
The Problem	1
The Grinnell-Newburg Community School	
District	3
4-H Clubs in the Grinnell-Newburg Community	
School District	6
Definitions	7
Grinnell-Newburg Community High School . . .	7
4-H Club Members	7
High Academic Achievers	7
School Leaders	7
Review of Literature	8
Self-concept	8
Academic Achievement	12
Leadership	13
4-H Club Membership	14
Summary	15
II. RESULTS OF INVESTIGATION	17
Academic Achievement	18
Senior Class	19
Junior Class	19
National Honor Society	20
School Leadership	22

	iv
CHAPTER	PAGE
Student Council	23
Student Council Officers	23
Class Officers	23
National Honor Soceity	24
"S" Club	24
A.F.S. Club	24
Model United Nations	24
Yearbook Staff	25
Future Teachers of America	25
Future Farmers of America	25
Future Homemakers of America	25
German Club	26
Spanish Club	26
Art Club	26
Curtain Club	26
Library Club	26
Band	27
F.Y.I. Staff	27
Y.W.G.H.	27
Key Club	27
Honor G	27
Cheerleaders	28
Foreign Student Exchange Programs	28
Boys' State and Girls' State	29
All Leadership Positions	29

How 4-H Club Members are Perceived by

CHAPTER	PAGE
teachers	31
Results of Opinion Sheet	32
Reasons for Opinions	36
Summary	37
Conclusions	39
III. INTERPRETATION	40
Home Environment	41
Personality Characteristics	43
Other Integrative Experiences	44
Implications for Counselors	47
Summary	49
BIBLIOGRAPHY	52
APPENDIX A. Letter	54
APPENDIX B. 4-H Club Members Questionnaire	55
APPENDIX C. School Opinionnaire for Graduate Project	57

LIST OF TABLES

TABLE	PAGE
I. Enrollment, Grinnell-Newburg Community High School, 1970-71	18
II. X^2 Significance Table for Academic Achievement, 1970-71	22
III. X^2 Significance Table for School Leadership Positions, 1970-71	30
IV. Return of Opinion Sheet Sent to Faculty and Administrators	32
V. Faculty-Administrator Response to Opinion Sheet Comparing 4-H Club Members to Non-Members on Their Degree of Manifestation of Traits and Qualities	34
VI. Percentage of Total (996) Points Given for Opinions	37

CHAPTER I

INTRODUCTION AND REVIEW OF THE LITERATURE

I. THE PROBLEM

The Grinnell-Newburg Community School District is located close to the center of the state of Iowa. The community might be described as "typical Midwest," with approximately two-thirds of the constituents of the school district residing in the city of Grinnell. One deviation from its "typical" status might be that it is the location of Grinnell College, a small liberal arts school with a reputation for academic excellence and a high concentration of faculty members holding the doctorate. The college is an integral part of the community and exerts a definite influence on the public school system. Even so, it has been the observation of many persons that a higher proportion (than might be expected by chance) of high academic achievers and leaders in the public schools comes from farm families and are almost certain to be, or to have been, 4-H Club members.

The purpose of this study was to ascertain the accurateness of this observation. Do more high academic achievers and school leaders than might be expected come from the ranks of 4-H Club members? If so, then what, if any, is the relationship between their 4-H Club membership and their high academic achievement and school leadership?

Are the official goals of the 4-H Club program concomitant with the recognized goals of human development? If the goals are similar, does 4-H Club membership in some way accelerate development of the individual to the point where he reaches psychological maturity earlier than his peers? How does psychological maturity, or organization of the self, contribute to high academic achievement? How do 4-H Club experiences facilitate a child's progress toward self-integration or self-actualization?

4-H Club membership was evaluated by: (1) determining the relationship between membership in a 4-H Club and high academic achievement; (2) determining the relationship between membership in a 4-H Club and school leadership; and (3) locating factors thought to be responsible for the relationship.

The time chosen to do the study was the 1970-71 school year, an average year in the opinion of the investigator. (Preliminary research on students dating back to 1964 located close to the same proportion of 4-H Club members who were high achievers and school leaders as was found in 1970-71.)

Grinnell-Newburg Community High School was chosen as the locale of the investigation for the following reasons: (1) ease of accessibility to information; (2) a special interest in Grinnell-Newburg Community High School because of its somewhat unique location; and (3) the possibility of compensatory factors being involved, such as repudiation of

a possible "dumb farmer" image.

Conducting the study on an existential basis seemed more relevant than doing it ex post facto; the NOW generation was involved! Results of 4-H Club training and experience are more observable at the high school level. Identifying high achievers was easier at the high school level where students are ranked on a cumulative grade-point average in percentages. Senior high school students usually exercise more mature judgment in their selection of leaders.

Sources of information included in the study were:

(1) the Grinnell-Newburg Community Schools Administration Office; (2) the Grinnell-Newburg Community Senior High School Guidance Department; (3) the Grinnell City Manager's Office; (4) the Grinnell College Registrar's Office; (5) the office of the Dean of Grinnell College; (6) students at Grinnell-Newburg Community High School; (7) faculty and administrators of the Grinnell-Newburg Community Schools; (8) A.F.S. and Rotary Exchange committee chairmen; (9) the president of the American Legion Auxiliary; (10) parents of students in the high school; and (11) the Poweshiek and Jasper County Extension Office.

II. THE GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

The Grinnell-Newburg (Iowa) Community School District encompasses an area of 219.1 square miles in Poweshiek and Jasper counties, including the city of Grinnell which has an area of 3.28 square miles. Population of the school

district in September, 1970, was 12,785 persons, 8,402 of whom resided within the city limits of Grinnell. Of this number, 1170 were students at Grinnell College. Also included within the school district is the village of Newburg which has about 100 inhabitants.

Official enrollment in the Grinnell-Newburg Community Schools, as of September 10, 1970, was 2,631. Of this number, 532 were students at the three-year high school. With the exception of Grinnell College, there were no private schools in the school district. As closely as could be determined, there was only one student of high school age attending school elsewhere during the 1970-71 school year.

Grinnell College is located almost in the center of the city of Grinnell. Many members of the college community serve the public school system in the capacities of teachers, volunteer teachers, and resource persons. In the autumn of 1970, the staff of Grinnell College included 110 full-time faculty members, 12 part-time faculty members, and 28 administrators.

By Iowa standards, the Grinnell-Newburg Community School District is fairly heterogeneous. Thirty-four percent of the residents of the school district live outside the corporate limits of Grinnell. On a questionnaire given to high school students in the fall of 1970, 28.2 percent reported to be members of families whose occupation was farming. Because of the college, the community is more racially heterogeneous than the average small Midwest

community. However, children from few minority-group families attend the public schools. Also, because of the college, the average educational level of residents of the school district might be a bit higher than average for a small Iowa city.

The principal employers within the Grinnell-Newburg Community School District include Grinnell Mutual Reinsurance Company, General Telephone Company of the Midwest, Grinnell College, Grinnell General Hospital, Miracle Equipment Corporation, Farmhand, Donaldson's, DeKalb Seed Corn Company, Cargill Seed Corn Company, and Wenco Manufacturing Company. In addition, there are enough professional persons and small businesses to sustain the city and surrounding area. It would be impossible to estimate the number of school district residents who are employed outside the school district, mostly at Maytag in Newton and Amana Refrigeration Company at Amana, but the number is substantial enough to influence the economic status of the school district. There are many persons of retirement age living in the district including farmers and the 130 residents of the Mayflower Home, which attracts mostly retired professional people. Several persons residing at the Mayflower Home serve the public schools as volunteer teachers and resource people.

The socioeconomic level of the school district would be described as middle-class, ranging from upper-middle to lower-middle. By the national level-of-living index, most

farmers in the area would be considered fairly prosperous. Arnold Toynbee, British historian and visiting professor at Grinnell College in 1964, expressed surprise at the number of farmers in the area who were university-trained.

III. 4-H CLUBS IN THE GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

The 4-H Club program in the two counties represented in the school district is well organized and active. Parts, or all, of eight townships are included in the school district, and each has a boy's club and a girl's club for a total of sixteen clubs. In past years there have been organized clubs in the city of Grinnell, but at the time of this study there were none. Children living in Grinnell can, and do, belong to clubs outside the city. Not all farm children belong to a 4-H Club; on a questionnaire distributed in September, 1970, there were 94 high school students who reported to be, or to have been, members of a 4-H Club. This number was 17.7 percent of the student body of 532 students; this study concerned only the 17.7 percent who reported to be 4-H Club members.

Were more than 17.7 percent of the high academic achievers during the 1970-71 school year 4-H Club members?

Were more than 17.7 percent of the leadership positions during the 1970-71 school year held by 4-H Club members?

If the answers to these questions are affirmative,

then what relationship does this assertion have to their 4-H Club experience?

Information gleaned from the study could be put to use in improving child-rearing practices and educational methods.

IV. DEFINITIONS

Grinnell-Newburg Community High School

The 532 students enrolled in grades 10, 11, and 12 as of September 10, 1970, are defined as Grinnell-Newburg Community High School.

4-H Club Members

4-H Club members include students in grades 10, 11, and 12 who are, or were for a period of at least one year, members of a 4-H Club.

High Academic Achievers

High academic achievers are the top twenty students at each level of the high school, based on cumulative grade-point averages, and members of the National Honor Society.

School Leaders

School leaders are those high school students holding elective and appointive offices in school organizations during the 1970-71 school year.

V. REVIEW OF LITERATURE

Self-concept

The concept of self is one of the most difficult in the whole realm of thought. No one can write sensibly about people without using this concept or its equivalent. Without it, there is no point of anchorage for the personal pattern of tendencies that is characteristic of each individual. Goldstein, in opposition to Freud, said that the only inherent drive in man is that for self-actualization--there is a stubborn tendency of the personality to become organized into a unitary self. This unifying concept is valuable when we want to take account of man's constructive and long-term behavior. The setting of distant goals, the discharging of obligations, the making and keeping of promises, the taking of initiative and persisting against obstacles, the struggle to live up to ideals, the whole forward movement by which a person becomes an independent, effective, and reliable human being, implies a high degree of organization.¹

How do individuals achieve this high degree of organization? First of all the nuclear family must be considered. In the book, Human Behavior and Social Processes, Bernard Faber, of the University of Illinois, discussed three types of family organization: child-oriented, home-

¹K. Goldstein, Human Nature in the Light of Psychopathology (Cambridge, Massachusetts: Harvard University Press, 1940), pp. 144-45.

oriented, and parent-oriented. In a study (reported by Faber) of value rankings, wives from child-oriented families placed personality development of the child much higher than did wives from home-oriented and parent-oriented homes.¹ This suggests that children from child-oriented homes might achieve self-integration earlier than those from home- or parent-oriented homes. Parents whose primary concern is the optimum development of their children will probably make a more conscious effort to avail their children of experiences which will enhance their self-integrative processes.

From what type of homes do most 4-H Club members come? Nearly all 4-H Clubs are organized on a township basis and club meetings are usually held in the homes of members. Because townships in Iowa cover an area of 36 square miles, transportation of children to and from meetings requires much parental cooperation. During the 4-H fair season (which coincides with the "busy season" of most parents of club members), a great deal of time and energy on the part of parents is necessary in order for the children to exhibit projects, take part in 4-H demonstrations, and to participate in other fair activities. These conditions themselves would seem to imply that 4-H Club members come from child-oriented homes. Most 4-H Club members come from farm homes (although membership is open to all youth

¹Arnold M. Rose (ed.), Human Behavior and Social Processes (Boston: Houghton Mifflin Company, 1962), pp. 287-296.

between the ages of nine and eighteen); the summary of a study, Farm and Non-Farm Youth, conducted in 1953 by Walter A. Lunden of Iowa State University seems relevant:

The evidence gained from this investigation points to the fact that the farm youth lives a much more family-centered life than the non-farm youth. The recreational and social activities of the farm youth are more closely integrated with family than the non-farm youth. The farm group worked longer hours than the non-farm group. In terms of leisure, work habits, family counseling, and community relationships, the farm youth is much closer to the family and home than the non-farm youth.¹

Even though Mr. Lunden's study was conducted several years ago, its implications may be even more apropos at the present time. Population of rural areas in Iowa has, over the past twenty years, steadily decreased; simultaneously, the size of the average farm has increased. Technology has advanced agriculture to the point where less manpower is required to operate increasingly larger farms. In most cases, any additional help required is contributed by members of the farm family. In a sense, then, farm families may be even more self-integrated, or self-contained, than they were at the time of Mr. Lunden's study.

The closeness of the farm family, the responsibility members feel for each other, and the integrative experiences available would seem conducive to the self-actualization of each of its members.

Another component to be considered on the pathway

¹Walter A. Lunden, Farm and Non-Farm Youth (Ames, Iowa: Iowa State University, 1953), pp. 92-94.

toward self-actualization, or self-integration, is self-esteem. In the book, Individual in Society, the authors said:

Enhanced self-esteem may lead to social initiative . . . the way interpersonal response traits develop and change often reflects the fact that an individual's view of himself is inseparably related to his view of others. For one thing, the self-concept is shaped by how one thinks he is evaluated by others. The way a person perceives others is influenced by the way he perceives himself. Every person, to a greater or lesser extent, sees others in his own image through attributing his traits to others. His interpersonal response traits often reflect his cognition of himself.¹

Do 4-H Club members have a more favorable concept of themselves than do nonmembers? If self-esteem is enhanced by being highly valued by others, then a child who belongs to a 4-H Club has a distinct advantage. First of all, he probably lives in a child-centered home which means that he is accepted with unconditional positive regard. A child whose parents love and want him, exactly as he is, is likely to grow up with confidence in his ability to "lick" whatever confronts him. Secondly, as a 4-H Club member, the sustaining and developmental experiences necessary for integration of the personality are more readily available. Finally, a child who is needed and respected as a competent and responsible person by family and community is, indeed, fortunate.

Community respect and support is evidenced in a tribute to 4-H Club members by the businessmen of Poweshiek

¹David Krech, Richard Critchfield, and Egerton Ballachy, Individual in Society (New York: McGraw-Hill Book Company, Inc., 1962), pp. 125-128.

County which appeared in the Grinnell Herald-Register on August 3, 1970:

In today's world, the dedication and determination of 4-H Club members shines forth as a special source of pride for all of us. August 3 through August 6 is the Poweshiek 4-H Fair, and it is at this time that our pride is made public, reflecting the feelings of the entire community. "Head, Heart, Hands, and Health" together are the creative forces that develop love for fellow men, encourage leadership, and teach responsibility while molding character. All 4-H members have our unfailing support.¹

Academic Achievement

Does a high degree of self-organization contribute to high academic achievement? As was stated by Goldstein, a well-organized person is capable of setting distant goals, of discharging obligations, of making and keeping promises, of taking initiative, and of persisting against obstacles. Are these same qualities typical of high achievers? In an article entitled "Male and Female Scales of the Tendency to Achieve," Albert Mehrabian says:

There is a cluster of interrelated characteristics which distinguish high achievers from low achievers. High achievers have been indulged less by their parents during childhood than low achievers. High achievers are better able to delay gratification than low achievers. . . . High achievers have a more distant future perspective than low achievers.²

David E. Lavin says that research on study habits and attitudes . . . shows that positive attitudes toward

¹Grinnell Herald-Register, Grinnell, Iowa, August 3, 1970.

²Albert Mehrabian, "Male and Female Scales of the Tendency to Achieve," Educational and Psychological Measurement, XXVIII (Summer, 1969), 493-502.

school, such as beliefs in the value of intellectual pursuit and of education in general, are positively related to academic performance. He defines independence as the degree of parental training for self-decision making and says that independence appears to be positively related to academic performance.¹ Lavin also feels that the interaction of the student's personality and his social environment is important:

Studies dealing with the effects of family relationships upon student performance suggest that several characteristics of family life are relevant. The successful student is likely to come from a family where the parents show warmth and interest, where the child has a relatively strong voice in decision-making, and where the family tends to agree regarding the issues it defines as important.²

Leadership

Does a high degree of self-organization contribute to leadership abilities? According to Ross and Hendrey, a leader will probably have the following characteristics:

The profile of the leader indicated by the research reported is that of a self-confident, well-integrated, emotionally stable person; one who has a desire to lead and is willing, able, and competent in a particular situation; who is identified with the norms, values, and goals of the group of which he is the leader; who is a warm, sensitive, and sympathetic person, and who is able to help members in a practical way; who is intelligent relative to other group members; and who is consistent in performing his leadership

¹David E. Lavin, The Prediction of Academic Performance (New York: Russell Sage Foundation, 1965), pp. 68-69.

²Ibid., p. 150.

functions.¹

4-H Club Membership

Does 4-H Club membership contribute to, or even accelerate, the self-integrative processes of a child? It depends somewhat upon the degree of sincerity with which a club member regards the official 4-H Club Creed:

I believe in Boys' and Girls' 4-H Club Work for the opportunity it gives me to become a useful citizen.

I believe in the training of my HEAD for the power it will give me to think, plan, and reason.

I believe in the training of my HEART for the nobleness it will give me to be kind, sympathetic, and true.

I believe in the training of my HANDS for the ability it will give me to be helpful, skillful, and useful.

I believe in the training of my HEALTH for the strength it will give me to enjoy life, resist disease, and work efficiently.

I believe in my Country, my State, my Community and in my responsibility for their development.

In all these things I believe, and I am willing to dedicate my efforts to their fulfillment.²

4-H Club members are required to plan and carry out projects, thus gaining experience in decision-making and in setting and working toward distant goals. Most of the projects, especially when they involve livestock, teach members to delay gratification and to persist against obstacles (weather, disease, etc.). At an early age, a 4-H Club member learns to "love and let go"; many a boy or girl has unashamedly wept as he led his beloved animal into the

¹Murray G. Ross and Charles E. Hendrey, New Understandings of Leadership (New York: Association Press, 1957), pp. 41-61.

²4-H Club Creed.

auction ring. When he assumed this type of 4-H Club project, he was aware of the ultimate outcome, and he will probably repeat the experience several times. Responsibility for the long-term care of a livestock project, the decisions and economics involved in the purchase, feeding, and sale of the project, the self-assurance gained by teaching others through 4-H demonstrations, and the possibility of being unrewarded for one's effort seem to be experiences leading toward psychological maturity.

VI. SUMMARY

One of man's inherent drives is that for self-actualization, to become organized into a unitary self. Integration of the self is dependent upon many factors, the most important of which may be the type of home from which a person comes. Children from child-centered homes, where the personality development of the child is of major concern, are likely to be accepted and loved unconditionally. This child will feel that he is a valued and worthwhile person, and will almost assuredly have a positive self-concept. Parents in a child-centered home are more likely to give their child experiences which are considered self-integrating. Active participation in 4-H Club work requires a high degree of interest and cooperation on the part of parents.

High achievers and leaders have been found to have similar personality characteristics, including independence,

a positive self-concept, and to be well-integrated and emotionally stable. Many experiences available to 4-H Club members appear to be those of a self-integrative nature.

CHAPTER II

RESULTS OF INVESTIGATION

The first steps necessary in the investigation were the identification of 4-H Club members enrolled in the Grinnell-Newburg Community High School, the identification of high academic achievers, and the location of leadership positions held by 4-H Club members in school organizations. In September, 1970, all homeroom teachers at the high school were sent letters requesting assistance in this task (see Appendix A). At the same time, each homeroom teacher was given questionnaires to distribute to 4-H Club members in his homeroom with directions for receiving and returning them (see Appendix B). A considerable amount of follow-up was necessary to guarantee a thorough identification of 4-H Club members and return of the questionnaires. When all questionnaires had been returned to the investigator, additional follow-up was conducted to assure validity of the responses. It was assumed that all leadership positions not held by 4-H Club members were filled by nonmembers; this assumption was verified through use of school records and by personal interviews.

Tabulation of the questionnaires (Table I) revealed that 34 (20.6 percent) of the 165 members of the senior class were, or had been for a period of at least one year,

4-H Club members; 41 (21.0 percent) of the 195 members of the junior class were 4-H Club members; 19 (11.0 percent) of the 172 sophomores were 4-H Club members. Total enrollment at the high school was 532 students; 94 (17.7 percent) were 4-H Club members.

TABLE I
ENROLLMENT, GRINNELL-NEWBURG COMMUNITY HIGH SCHOOL, 1970-71

Class	Enrollment	4-H members	% of class 4-H members
Senior	165	34	20.6
Junior	195	41	21.0
Sophomore	172	19	11.0
Total	532	94	17.7

I. ACADEMIC ACHIEVEMENT

Identification of high academic achievers was delayed until the close of the 1970-71 school year, by which time the cumulative grade-point averages had been computed. The top twenty students in each class were identified rather than a top percentage of students to eliminate fractions of students. Class ranks of students by cumulative grade-point averages were obtained from the guidance office at the high school. Because students are not ranked until the beginning of their junior year in high school, cumulative grade-point averages for members of the sophomore class were not

available for the study. Other criteria, such as I.Q. scores did not seem to have enough validity for this study (I.Q. scores do not measure achievement, merely potential); therefore, the sophomore class was not included.

Senior Class

The senior class of Grinnell-Newburg Community High School, 1970-71, had an enrollment of 165 students, $\frac{3}{4}$ of whom were 4-H Club members (20.6 percent of the class). At the close of the school year, 11 of the 4-H Club members ranked in the top 20 students academically as shown in Table II, page 22. Six 4-H Club members, including the co-valedictorians of the class, were found among the top ten students. Because 20.6 percent of the entire class were 4-H Club members, by chance one might expect to find 20.6 percent of the high academic achievers to be 4-H Club members. In actuality, 55 percent of the high academic achievers were 4-H Club members, more than two and one-half times the expected frequency. A Chi-Square test on these statistics found them to be significant beyond the .001 level. In other words, the same results could be expected less than one-tenth of one percent of the time in an infinite number of identical investigations.

Junior Class

The junior class of Grinnell-Newburg Community High School, 1970-71, had an enrollment of 195; of this number, 41 (21.0 percent) were 4-H Club members. At the close of

the school year, ten 4-H Club members ranked in the top twenty students academically (Table II, page 22); five 4-H Club members were found in the top ten students. Because 21.0 percent of the entire junior class were 4-H Club members, one might expect to find approximately the same percentage of 4-H Club members among the top twenty students. The investigation revealed that almost two and one-half times the expected frequency occurred. A Chi-Square probability test on these statistics showed them to be significant beyond the .005 level.

National Honor Society

Probably the best single indicator of high academic achievement and leadership at the high school level is membership in the National Honor Society. According to the faculty sponsor, criteria used in selecting students to membership includes: (1) scholarship (members must have at least 90 percent cumulative grade-point average); (2) leadership; (3) character; and (4) service. Members of the society are chosen from members of the junior and senior classes upon recommendation of the faculty and administrators of the high school.

The National Honor Society at Grinnell-Newburg Community High School was chartered in the spring of 1970. At that time, seven members of the class of 1971 were initiated. Four of the seven charter members from the class of 1971 were 4-H Club members. Because 20.6 percent of the

total membership of the class of 1971 were 4-H Club members, one might expect that about 20.6 percent of those chosen to the National Honor Society would be 4-H Club members. Actually, 57.1 percent of those chosen from the entire class at the time of chartering were 4-H Club members, more than 2.7 times the expected frequency.

During the 1970-71 school year, thirteen more members of the class of 1971 were elected to membership; six (46.1 percent) were 4-H Club members. At the close of the 1970-71 school year, twenty members of the class of 1971 were members of the National Honor Society; ten of the twenty (50 percent) were 4-H Club members, about 2.5 times the expected frequency.

Fifteen members of the class of 1972 were elected to membership during the 1970-71 school year; seven of them were 4-H Club members. Because 21.0 percent of the class of 1972 were 4-H Club members, it might be expected that about the same percentage of those chosen from the class would be 4-H Club members. In reality, 46.7 percent of the members chosen from the class of 1972 were 4-H Club members, more than twice the expected frequency.

At the close of the 1970-71 school year, there were thirty-five members in the National Honor Society, seventeen of whom were 4-H Club members (Table II). Total enrollment in the classes of 1971 and 1972 was 360; of this number, 75 (20.8 percent) were 4-H Club members. In actuality, 48.6 percent of the members of the National Honor Society were

4-H Club members, more than twice the expected frequency. A Chi-Square probability test on these statistics showed them to be significant beyond the .001 level.

TABLE II
X² SIGNIFICANCE TABLE FOR ACADEMIC ACHIEVEMENT, 1970-71

	Frequency of 4-H members expected	Frequency of 4-H members observed	Chi-square probability
Top 20, Class of 1971	4.12	11	11.48*
Top 20, Class of 1972	4.20	10	8.00**
National Honor Society	7.28	17	12.97*

*Significant at .001 level

**Significant at .005 level

II. SCHOOL LEADERSHIP

Students in leadership positions of school organizations were identified by questionnaire, school records, and personal interviews. Membership in all school groups was found to be selective to a degree; election to the student council depends somewhat upon the homeroom to which a student happens to be assigned; a student council member may not simultaneously be a class officer; sophomores are not eligible for the National Honor Society; membership in some groups is open only to boys or to girls. Some groups are even more selective; only boys who have won an athletic

letter are eligible for the Honor G Club.

To compute the expected frequency of 4-H Club members holding offices in school organizations, the number of offices available in each organization was multiplied by the percentage (17.7 percent) of 4-H Club members in the student body. Table III on page 30 shows the expected and observed frequency of 4-H Club members holding elective and appointive offices.

Student Council

The eighteen members of the Student Council at Grinnell-Newburg Community High School were elected from their respective homerooms, with each member representing approximately thirty students. During the 1970-71 school year, five of the council members (27.7 percent) were 4-H Club members, 1.6 times the expected frequency.

Student Council Officers

During the 1970-71 school year, three of the seven officers (43 percent) of the Student Council were 4-H Club members, 2.4 times the expected frequency. In May, 1971, the president- and vice-president-elect of the Student Council were chosen by vote of the student body. Both officers-elect are 4-H Club members.

Class Officers

During the 1970-71 school year, three of the twelve (25 percent) class officers were 4-H Club members, 1.4 times

the expected frequency.

National Honor Society

Three of the four officers of the National Honor Society (75 percent) were 4-H Club members, 4.2 times the expected frequency.

"S" Club

The "S" Club, a service organization open to all high school girls and sponsored by the Soroptomist Club of Grinnell, was chartered during the 1970-71 school year. Four of the five (80 percent) of the officers elected in this club were 4-H Club members, 4.5 times the expected frequency.

A.F.S. Club

Membership in the A.F.S. Club was open to all students interested in student-exchange programs; during the 1970-71 school year, the club had two officers who served as co-chairmen. Both officers (100 percent) were 4-H Club members, 5.7 times the expected frequency.

Model United Nations

The Model United Nations was open to all students interested in the United Nations Organization. In the spring of 1971, the group elected fifteen delegates to the state Model U.N. meeting at the University of Northern Iowa. Seven of the fifteen delegates elected (46.7 percent) were 4-H Club members, 2.6 times the expected frequency.

Yearbook Staff

Editors of the school yearbook were selected by faculty members; any other interested student was eligible to serve on the staff. Ten of the forty-two (23.8 percent) staff members were 4-H Club members, 1.3 times the expected frequency.

Future Teachers of America

This club is open to all students interested in becoming teachers; most of the members served as teacher aides in the elementary schools of the district during the 1970-71 school year. Three of the four (75 percent) officers of the F.T.A. were 4-H Club members, 4.2 times the expected frequency.

Future Farmers of America

Membership in the F.F.A. is open to all students enrolled in the vocational agriculture curriculum at the high school. Three of the four officers (75 percent) during the 1970-71 school year were 4-H Club members, 4.2 times the expected frequency.

Future Homemakers of America

Membership in the F.H.A. is open to all interested girls at the high school; three of the four officers (75 percent) during the 1970-71 school year were 4-H Club members, 4.2 times the expected frequency.

German Club

The German Club is open to all students interested in or studying the German language. During the 1970-71 school year, the club had only one officer, a chairman. This officer was a 4-H Club member; the frequency of officers found in the German Club was 5.7 times the number of 4-H Club members expected to be officers.

Spanish Club

The Spanish Club was open to all students studying or interested in the Spanish language. Two of the four officers of this club were 4-H Club members, a frequency of 2.82 times that expected.

Art Club

Membership in this club is open to all interested students, there were no 4-H Club members holding office in the Art Club during the 1970-71 school year.

Curtain Club

Curtain Club membership is open only to those students who have compiled a specified number of points by participation in drama activities at the high school. Three of the six officers (50 percent) of the Curtain Club during 1970-71 were 4-H Club members, 2.8 times the expected frequency.

Library Club

Membership in the Library Club was composed of

students who served as school librarians during the 1970-71 school year. No 4-H Club members served as officers of this club.

Band

Two of the four officers (50 percent) of the band during the 1970-71 school year were 4-H Club members, 2.8 times the expected frequency.

F.Y.I. Staff

The F.Y.I. (For Your Information) staff consisted only of members of typing classes at the high school; no computation was made on this group because its membership changed often.

Y.W.G.H.

All girls enrolled at the high school were members of the Young Women of Grinnell High; two of the six (33.3 percent) officers of this club were 4-H Club members, 1.9 times the expected frequency.

Key Club

The Key Club is a service organization open to all boys at the high school and sponsored by the Grinnell Kiwanis Club. During the 1970-71 school year, no offices in the Key Club were filled by 4-H Club members.

Honor G

This club was open to all boys at the high school

who had earned an athletic letter. During 1970-71, no offices in the Honor G Club were held by 4-H Club members.

Cheerleaders

Cheerleaders are chosen by vote of the student body at the high school. During the 1970-71 school year, four of the fourteen (28.6 percent) cheerleaders were 4-H Club members, 1.6 times the expected frequency.

The other four school organizations listed on the student questionnaire (sophomore choir, senior choir, French Club, and pep club) elected no officers during the 1970-71 school year.

Foreign Student Exchange Programs

During the 1970-71 school year, three members of the senior class were selected as exchange students to other countries, one under the Americans Abroad program of the American Field Service Committee and two under the Rotary International Youth Exchange program. Criteria for selection as an exchange student includes the student's degree of emotional maturity, his willingness to make sacrifices, his adaptability, and his potentiality as a good ambassador for the United States. Two of the three chosen as participants in these programs were 4-H Club members (66.7 percent). This was more than three times the number of 4-H members which could have expected to be chosen because 20.6 percent of the senior class were 4-H Club members.

Boys' State and Girls' State

Each summer three members of the incoming senior class are selected by the American Legion and the American Legion Auxiliary to be delegates to Boys' State and Girls' State. Criteria for selection as a delegate includes possession of outstanding leadership qualities, good character, and willingness to furnish leadership in school and community activities upon returning home. Two of the three delegates chosen from the class of 1971 were 4-H Club members (66.7 percent), more than three times the expected frequency. Two of the three delegates selected from the class of 1972 were also 4-H Club members, again more than three times the expected frequency. (20.6 percent of the class of 1971 were 4-H Club members; 21.0 percent of the class of 1972 were identified as 4-H Club members.)

All Leadership Positions

A Chi-Square test on the total number of elective and appointive leadership positions held by 4-H Club members was significant at the .05 level.

TABLE III

χ^2 SIGNIFICANCE TABLE FOR SCHOOL LEADERSHIP POSITIONS,
1970-71

School organization	Expected frequency of 4-H members	Observed frequency of 4-H members	χ^2 significance level
Student Council Member	3.186	5	.25
Student Council Officer	1.239	3	.10
Class Officer	1.924	3	.50
A.F.S. Club	.354	2	.01
Model U.N. Delegate	2.655	7	.01
Yearbook Staff	7.434	10	.50
Future Teachers of America	.708	3	.01
Future Farmers of America	.708	3	.01
Future Homemakers of America	.708	3	.01
German Club	.177	1	.05
Spanish Club	.708	2	.10
Art Club	.708	0	---
Curtain Club	1.062	3	.05
Library Club	.708	0	---
Band	.708	2	.10
Y.W.G.H.	1.062	2	.50
Key Club	.531	0	---
Honor G	.531	0	---
Cheerleader	2.470	4	.50

TABLE III (continued)

School organization	Expected frequency of 4-H members	Observed frequency of 4-H members	χ^2 significance level
N.H.S. Officer	.708	3	.01
"S" Club	.885	4	.001
N.H.S. Member	7.28	17	.001
Foreign Exchange Student	.618	2	.10
Delegates to Boys' and Girls' State	1.248	4	.025

III. HOW 4-H CLUB MEMBERS ARE PERCEIVED BY TEACHERS

Teachers and administrators in the Grinnell-Newburg Community School District were given an opportunity to express their feelings and opinions about 4-H Club members and to justify their observations. Did they perceive 4-H Club members as possessing traits and qualities considered by specialists in the study of human development to be characteristic of high academic achievers and leaders?

In September, 1970, opinion sheets (see Appendix C) were sent to all (with the exception of the investigator) faculty members and administrators employed by the school district. Of the 135 opinion sheets distributed, 74 (54.8 percent) were completed and returned to the investigator as shown in Table IV. In addition, 33 (24.6 percent) teachers and administrators returned but did not complete

the opinion sheet, giving as reasons: (1) not enough teaching experience; (2) not enough experience working with 4-H Club members; and (3) inability to identify 4-H Club members. The 28 who did not return the opinion sheet gave the same reasons for not returning it as those given for not completing it. The 74 who completed and returned the opinion sheet had an average of thirteen years of professional association with students.

TABLE IV

RETURN OF OPINION SHEET SENT TO FACULTY AND ADMINISTRATORS

Number of opinion sheets sent	135
Number of opinion sheets returned	107
Number of opinion sheets not returned	28
Number of opinion sheets completed and returned	74
Percentage of opinion sheets completed and returned	54.8

Results of Opinion Sheet

On the opinion sheets, teachers and administrators were asked to compare 4-H Club members and nonmembers in the degree of manifestation of thirty traits and qualities considered to be characteristic of a well-integrated personality. Several of the traits and qualities listed were those discussed in the review of literature as being especially distinctive of high academic achievers and school leaders. On the opinion sheet the question was asked, "Considering your association with students, how do you feel

that students with 4-H Club experience compare with other students in their manifestation of the following traits and qualities? Check in the appropriate column, to a greater degree, about equally, or to a lesser degree." Responses are shown in Table V.

More than 50 percent of the respondents to the opinion sheet felt that 4-H Club members exhibited the following characteristics to a greater degree than did non 4-H Club members:

1. Willingness to help (76 percent)
2. Positive attitude toward work (67.5 percent)
3. Cooperation (65.0 percent)
4. Ability to set and work toward long-term goals (63.5 percent)
5. Sense of appreciation (63.0 percent)
6. Responsibility (62.7 percent)
7. Dependability (60.5 percent)
8. Leadership ability (56.9 percent)
9. Perseverance (56.8 percent)
10. Respect for authority (56.6 percent)
11. Democratic character structure (53.4 percent)

In addition, 49.3 percent of the respondents felt that 4-H Club members manifested psychological and emotional maturity to a greater degree than non 4-H Club members; the same percentage (49.3 percent) felt they exhibited psychological and emotional maturity to an equal degree as non 4-H Club members.

TABLE V

FACULTY-ADMINISTRATOR RESPONSE TO OPINION SHEET COMPARING
4-H CLUB MEMBERS TO NON-MEMBERS ON THEIR DEGREE OF
MANIFESTATION OF TRAITS AND QUALITIES

Trait or quality	Number responding	Percent to a greater degree	Percent about equally	Percent to a lesser degree
Dependability	76	60.5	39.5	0.0
Responsibility	75	62.7	37.3	0.0
Leadership ability	72	56.9	41.7	1.4
Social awareness	74	36.5	59.5	4.0
Efficient perception of reality	72	36.1	62.5	1.4
Democratic character structure	63	52.4	44.4	3.2
Ethical	71	26.8	71.8	1.4
Academic achievement commensurate with ability	75	20.0	78.7	1.3
Positive self-concept	64	43.8	56.2	0.0
Honesty	75	38.7	61.3	0.0
Perseverance	74	56.8	43.2	0.0
Internalized value system	66	37.9	62.1	0.0
Positive attitude toward work	77	67.5	32.5	0.0
Respect for authority	76	56.6	43.4	0.0
Cooperation	77	65.0	35.0	0.0
Moral responsibility	74	44.6	55.4	0.0
Community (school) responsibility	76	34.2	61.8	4.0

TABLE V (continued)

Trait or quality	Number responding	Percent to a greater degree	Percent about equally	Percent to a lesser degree
Autonomy (independence)	71	39.4	57.7	2.9
Self-control	74	39.1	59.5	1.4
Decision-making ability	78	41.0	59.0	0.0
Tolerance for frustration	72	38.9	59.7	1.4
Ability to set and work toward long-term goals	74	63.5	36.5	0.0
Altruistic	69	20.3	79.7	0.0
Flexibility (adaptability)	68	32.4	64.7	2.9
Ingenuity (creativity)	71	40.8	59.2	0.0
Tolerance	73	27.4	71.2	1.4
Democratic	72	40.3	58.3	1.4
Sense of appreciation	73	63.0	35.6	1.4
Willingness to help	75	76.0	24.0	0.0
Psychological and emotional maturity	71	49.3	49.3	1.4

Goldstein (in the review of literature) said that a well-integrated person is capable of setting distant goals, of discharging obligations, of making and keeping promises, of taking initiative and persisting against obstacles, and

reasons for their opinions. There was no total number of points possible because respondents were not required to check and rank any specific number of reasons. Some checked only one; others checked and ranked all six. The total number of points given to all reasons checked and ranked was 996.

TABLE VI
PERCENTAGE OF TOTAL (996) POINTS GIVEN FOR OPINIONS

Reasons for opinion	Percent of total points
Association with and observation of 4-H Club members	27.7
Their 4-H Club experience	19.0
Their place of residence	19.1
Stereotype you have of 4-H Club members	11.3
Child-rearing practices	12.0
You were a 4-H Club member	8.0
Other reasons	3.0
Total percentage	100.0

IV. SUMMARY

Enrollment in the Grinnell-Newburg Community High School as of September 10, 1970, was 532; of this number, 165 were seniors, 195 were juniors, and 172 were sophomores. In the senior class 34 students (20.6 percent) were 4-H Club

members; 41 students (21.0 percent) in the junior class were 4-H Club members; 19 students (11.0 percent) in the sophomore class were 4-H Club members. The total number of 4-H Club members in the high school was 94 (17.7 percent of the student body).

High academic achievers were located by identifying the top twenty students (by cumulative grade-point average) in each class and by membership in the National Honor Society. Chi-square probability tests on the 4-H Club members in these groups of high achievers revealed them to be significant beyond the .001 level (Table II, page 22). The ratio of 4-H Club members to nonmembers in the high achiever categories was very high.

Location of student council members and leaders in all school groups revealed that proportion of 4-H Club members to nonmembers ranging from 0:4 to 5:1. Chi-square probabilities were significant beyond the .05 level in eleven groups. In thirteen groups the probability was not significant beyond the .05 level. A Chi-square probability test on all elected and appointed leadership positions held by 4-H Club members was significant at the .05 level. Holding an office in some groups, however, was more meaningful and required more responsibility than in others; some groups are highly organized and active while others rarely convene; all groups are selective to a degree.

Two of the three foreign exchange students selected and four of the six delegates chosen to Boys' and Girls'

State during the period of the investigation were 4-H Club members, more than three times the expected frequency.

More than one-half of the faculty respondents to an opinion sheet concerning 4-H Club members felt them to possess the characteristics of a well-integrated personality to a greater degree than non 4-H Club members. More than one-half (56.9 percent) also perceived 4-H Club members to manifest leadership ability to a greater degree than non-members.

V. CONCLUSIONS

The proportion of 4-H Club members identified as high academic achievers and located in school leadership positions at Grinnell-Newburg Community High School during the 1970-71 school year was statistically significant. A majority of faculty members and administrators of the school district, who responded to an opinionnaire, perceived 4-H Club members as possessing the characteristics of a well-integrated personality to a greater degree than nonmembers. The conclusion may be drawn, then, that 4-H Club membership contributes in some way to a high degree of organization of the self which, in turn, contributes to a high academic achievement and leadership. The questions must now be asked, "What experiences unique to 4-H Club membership are of a self-integrative nature, thus contributing to psychological maturity? How can these, or equivalent experiences, be made more accessible to all children?"

CHAPTER III

INTERPRETATION

The purpose of this investigation was to determine the relationship of 4-H Club membership to academic achievement and leadership. Research revealed that the proportion of high academic achievers and leaders at Grinnell-Newburg Community High School during the 1970-71 school year who were, or had been, 4-H Club members was statistically significant. Lavin says that the search for variations in academic performance had led to recognition that the interaction of the student's personality and his social environment is important. The difference in family behavioral patterns, such as child-rearing practices, may be determinants of personality characteristics that are related to academic achievement.¹ He suggested that the successful student is likely to come from a family where the parents show warmth and interest, where the child has a relatively strong voice in decision-making, and where the family tends to agree on issues it defines as important.² It seems logical, then, to discuss the type of home from which most 4-H members are likely to come.

¹David E. Lavin, The Prediction of Academic Performance (New York: Russell Sage Foundation, 1965), p. 44.

²Ibid., p. 150.

I. HOME ENVIRONMENT

At the present time, the some three million 4-H Club members represent every state and county in the United States and the Commonwealth of Puerto Rico. They are red, yellow, black, and white; they come from Indian reservations, ghettos, big cities, ranches, suburbs, small towns, and farms. The majority of Iowa's 53,000 members reside on farms; the nature of many 4-H Club projects requires an ample amount of space. Probably the most unique aspects of 4-H Clubs are the space needed and the area over which members are dispersed. The willingness of parents to invest the amount of time and effort necessary for participation in 4-H Club work implies a high degree of interest in their children's activities. Releasing busy parents for these tasks requires, in turn, the assistance and cooperation of the children. The degree of warmth and understanding in a home is almost impossible to assess; one can only deduce that a high degree of parental interest indicates warmth and understanding.

Does a 4-H Club member have a relatively strong voice in family decision-making? A member is allowed to choose from more than one hundred 4-H projects; when the project happens to be one with livestock, there is a considerable amount of decision-making necessary in the acquisition, care, and selling of the project. In addition to decisions regarding 4-H Club projects, a member who lives on a farm is given many opportunities to practice this skill;

many times there is no one to consult in a situation requiring an immediate decision. As he proves his competence, he is given an increasing amount of responsibility and decision-making power. Most farm families function as an economic unit with each member assuming responsibilities appropriate to his developmental level.

Does the family of a 4-H Club member usually agree on values it considers important? Families in rural areas are usually, because of distance, more self-contained and according to Lunden's study, much closer in terms of family counseling.¹ When this type of parent-child relationship exists, there is likely to be a higher degree of consensus on values. (One of the developmental tasks of the adolescent is the creation of a personal value system.) Taylor and Jones, in Rural Life and Urbanized Society, say, "Ideologically, rural people have held hard work, possession of land, and family loyalty to be important values."² This sense of family loyalty seems to have been lost by many in our country. The sense of a family, that is really the entire community, still remains in rural America. Possession of land is a value coming to be held by urban residents as well; with space to exist becoming more of a premium,

¹Walter A. Lunden, Farm and Non-Farm Youth (Ames, Iowa: Iowa State University, 1953), pp. 92-94.

²Lee Taylor and Arthur R. Jones, Jr., Rural Life and Urbanized Society (New York: Oxford University Press, 1964), p. 351.

this value may ultimately be at the top of everyone's value hierarchy. Many young people who have never lived in rural areas now want to live there; they seek the confrontation with nature and with themselves that cannot be found in the cities. The value of hard work is still held by rural Americans. Lunden found, in his study, that the work program of the farm youth was more home and family centered than that of the non-farm group, and that the farm family worked longer hours.¹ Values are assimilated through experience; rural children have more opportunity to observe and work with their parents and are, therefore, likely to internalize the parent's value system. These traditional values of rural life are continuously reinforced by the extended family and the rural community. To affirm this phenomenon, one has only to observe a Sunday afternoon tour of 4-H Club members' projects; everyone (almost!) goes along--parents, brothers and sisters, grandparents, cousins, and assorted interested neighbors. At the termination of the tour, everyone assembles at the home of one of the members for "lunch." (In rural Iowa, the term "lunch" refers to refreshments between meals; it is usually a meal in itself.)

II. PERSONALITY CHARACTERISTICS

High achievers and leaders have been found to possess personality characteristics indicating a high degree

¹Lunden, loc. cit.

of organization of the self. What experiences, available to 4-H Club members, are of a self-integrative nature, thus contributing to psychological maturity? In carrying out a 4-H project, a member learns to set distant goals, to make and keep promises, to discharge obligations, to take initiative, and to persist against obstacles.¹ He learns to delay gratification, perhaps to forego it altogether; a child may nurture a 4-H calf for months only to have it struck down by lightning. The ability to accept something over which one has no control is an indication of emotional maturity; an emotionally mature person makes the best of the situation. Rural people seem to develop a certain stoicism about death--country living is geared to living and dying.

III. OTHER INTEGRATIVE EXPERIENCES

Another integrative experience which seems to be more readily available to 4-H Club members is the opportunity to do meaningful work. John Holt, author of several books including How Children Learn and Why Children Fail, said, "Children want and need and deserve and should be given, as soon as they want it, a chance to be useful in society. It is an offense to humanity to deny a child, or anyone who wants to do useful work, the opportunity to do

¹K. Goldstein, Human Nature in the Light of Psychopathology (Cambridge, Massachusetts: Harvard University Press, 1940), pp. 144-45.

it. . . . Unless we have faith in the child's eagerness and ability to grow and learn, we cannot help and can only harm his education."¹ 4-H Club members, by the very nature of their 4-H Club projects and their usual place of residence, are given this opportunity. In fact, they are expected to help with the work; the inherent philosophy in most rural families is one of work before pleasure. As soon as a child is able to do the work of an adult, he is accepted in many ways as an adult. Being allowed to "eat with the men" is a sort of puberty rite in rural areas. Being genuinely needed and accepted as an adult are necessary steps toward greater independence and self-sufficiency.

According to Church and Stone, in Childhood and Adolescence,

The adolescent's less than enthusiastic response to adult responsibilities may be due to several reasons . . . the responsibilities that adults sometimes assign to the adolescent are sometimes merely pseudotokens of adulthood, and thus they are degrading in the adolescent's eyes. Here I am referring to "busy work" rather than tasks which meaningfully reflect adult status.²

An example of a meaningful work situation involving both men and boys (sometimes girls and women) is the hay-making operation on a farm, as it is described by Rex Gogerty, an Iowa farm father:

¹Unpublished document.

²L. J. Stone and J. Church, Childhood and Adolescence (Second edition; New York: Random House, 1968), p. 388.

To a sixteen-year old, stacking bales is no ordinary job; it calls for maximum effort. It's a pitting of muscle and machine against the elements, a race against rain. A bale gives a boy a chance to flex his muscles and test his grip. Baling is a job for boys of all ages; little guys who are up long before the first load in the hope they'll get to tug away a few stray bales. They know they'll most likely wind up relaying "go-aheads" to the fork driver, but the important thing is to be part of the action.

Baling is not without its social side, nor without its diversions. A blare of rock music from the hay-mow transistor maintains a proper work tempo. Squirt-gun attacks from the loft window keep the ground crew from dozing off between loads. In the field, an occasional ground squirrel needs chasing . . . Most of all, there's four o'clock lunch--lemonade, cold meat sandwiches, and chocolate cake. It's a ration to nourish comradeship between man and boy. . . . The bale has helped to build a lot of men.¹

Another developmental task facing the adolescent is the resolution of a personal sexual identity. Contemporary youngsters have an increasingly difficult time finding suitable adult models with whom they can identify. The process of identification with an adult of the same sex is available to a far lesser degree to the growing boy than to the girl. It would seem that this task is accomplished far more easily by a boy who has day-to-day work experiences with his father and other adult male relatives. Appropriate sex-role tasks are more clearly defined in rural areas as to "men's work" and "women's work." The projects in boys 4-H Clubs involve work traditionally done by men; the same is true for girls' clubs where the projects revolve around food and nutrition, clothing, home furnishings, and home management. A girl may

¹Unpublished document.

belong to a boys' club, but membership in a girls' club is a prerequisite. In other words, it is acceptable for a girl to pursue a livestock project, but she must simultaneously carry out ones involving the home.

The integrative experiences more readily available to 4-H Club members are, then, those involving his home environment, responsibility, dependability, perseverance, delay of gratification, the opportunity to do meaningful work, the creation of a personal value system, and the resolution of sexual identity. How can these, or equivalent experiences, be made more accessible to all children?

It would be illogical to advocate 4-H Club membership for all children or a return of all families to the farm. Senator George McGovern, of South Dakota, says that for those who cannot become farmers, we have an obligation to nurture small-town and rural life in other forms. He feels that the federal government should now help to make life in rural America more attractive to young Americans. He also feels that the family farm remains an institution uniquely worthy of preservation.¹

IV. IMPLICATIONS FOR COUNSELORS

How can an elementary school counselor help provide integrative experiences for all children with whom he works? First of all, he can assist teachers in providing a growth-

¹Senator George McGovern, "A Fine Way Back to Our Prairie Past," Life Magazine (July 2, 1971), 12.

enhancing environment in the classroom. Before he can intervene in a classroom, however, a mutual sense of trust between the teacher and the counselor must be established. This cannot be over-emphasized! In order to reach as many children as possible, a counselor can conduct classroom guidance sessions with the children; the nature of the group guidance sessions will vary according to the developmental level of the children. In most cases, they will concern the child's acceptance and understanding of himself, the hereditary and environmental factors which make him what he is, the acceptance and understanding of others, the discussion of "problems" confronting him at his developmental level, and sometimes just the expression of feelings about home, school, friends, drugs, pollution--anything he deems important. Small group counseling can also be conducted on a regular basis. When children have a very personal problem, they prefer to discuss it alone with the counselor.

Counselors are continuously being cautioned not to impose their own middle-class values on the people with whom they work. It seems impossible, however, for a counselor to completely disclaim his own value system. Perhaps "middle-class standards" would be a more appropriate term, especially if they concern behavior, dress, or morality systems. The term "value" seems to refer to something more basic: the value of the individual as a worthwhile person; acceptance and understanding of self and others; maximizing one's potential; those which might be referred to philosophically

as "eternal" are not those of any particular socio-economic level or status.

An elementary counselor has as many opportunities as time will allow to work with parents. Again, as with teachers, a mutual base of trust in a non-judgmental atmosphere must be established. Parents can be encouraged to become involved with their children in growth-enhancing activities. Child-development classes could be conducted to assist parents in their understanding of "problems."

An elementary school counselor spends a great deal of time in individual counseling; most "problems" of elementary school children are developmental in nature, but there are also many critical ones. The counselor can make available experiences considered to be of an integrative nature; an example would be the planning, execution, and completion of a project, such as a play, by a group of children who need the experience of keeping a commitment. There are countless times when a counselor can help a child accept, understand, and cope with a situation over which he has no control, such as a father out of work or on strike. The possibilities for assisting teachers, parents, and children in providing the environment and experiences leading to self-integration (or self-actualization) are almost limitless.

V. SUMMARY

Other youth groups offer integrative experiences

similar to those available in a 4-H Club--the setting and keeping of long-term goals, the opportunity to do meaningful work, the challenge of living up to ideals, and achieving one's potential. The type of home from which a successful Boy Scout comes is likely to be very similar to the home of an active 4-H Club member. Perhaps the most crucial antecedents to self-actualization are the attitudes with which parents (and significant others) regard the child and the degree of parental involvement in the activities of the child, whatever they may be.

The uniqueness of 4-H Club membership is mostly circumstantial--parental involvement is imperative for a child's active participation; resources of time and space are more accessible to most 4-H Club members; a strong sense of family and community is extant in the areas from which most Iowa 4-H members come. The combination of these factors and the integrative nature of most 4-H Club activities appear to be very favorable conditions for the optimum development of a child.

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APPENDICES

APPENDIX A--LETTER

Read to students for explanation

Grinnell, Iowa
Sept. 14, 1970

For a graduate project (thesis) in Elementary Guidance and Counseling, I am doing a study entitled "The Relationship of 4-H Club Membership to Academic Achievement and Leadership." I need to gather data on the students in High School who are or have been members of a 4-H Club, as well as those who now reside on a farm but have not been members of a 4-H Club. It would be invaluable to me if you and the students in your homeroom would assist me in collecting this information. I am aware that they recently completed a similar form and may be reluctant to repeat the procedure. Perhaps some day I can return the favor, if not to them then to someone else.

Would you please distribute questionnaires to only those students assigned to your homeroom (s) who are, or were at one time, members of a 4-H Club, and to those who now reside on a farm? Upon completion, they should return the questionnaires to you. Then you may return them in this envelope to the principal's office. Return any unused forms as well as a homeroom list so that I may collect them and check for any deletions.

List only offices held in school organizations, not membership in them, except for student council (check if member) and cheerleader (check, also).

Thank you very much for your assistance and cooperation.

Audrey Pederson
Elementary Counselor
Grinnell-Newburg Comm. Schools

Students who have transferred from another town, and who belonged to a 4-H Club at one time, should also complete the questionnaires designating positions held in similar organizations.

APPENDIX B--4-H CLUB MEMBERS QUESTIONNAIRE

NAME _____

CLASS (circle) Soph. Junior Senior

Approximate no. of years
a 4-H member _____Live on a farm but never
a 4-H member (check) _____

SCHOOL ORGANIZATION

POSITION HELD

	Sophomore	Junior	Senior
Student Council Member			
Student Council Officer			
Class Officer			
A.F.S. Club			
Model U.N. (designate position)			
Yearbook Staff			
Future Teachers of America			
F.F.A.			
F.H.A.			
French Club			
German Club			
Spanish Club			
Art Club			
Curtain Club			
Library Club			
Soph. Choir			
Senior Choir			
Band			

SCHOOL ORGANIZATION

POSITION HELD

	Sophomore	Junior	Senior
<u>F.Y.I. Staff</u>			
<u>Y.W.G.H.</u>			
<u>Key Club</u>			
<u>Honor G</u>			
<u>Cheerleader</u>			
<u>Pep Club</u>			
<u>Other</u>			

APPENDIX C

SCHOOL PERSONNEL OPINIONNAIRE FOR GRADUATE PROJECT

"Relationship of 4-H Club Membership to Leadership
and Academic Achievement"

Present position in school (circle) teacher administrator
other school personnel

Levels at which you have professionally associated with
students. Elementary Junior High Senior High College

Number of years of association (including current) _____

Considering your association with students, how do you
feel that students with 4-H Club experience compared with
other students in their manifestation of the following
traits and qualities? (check)

	To a greater degree	About equally	To a lesser degree
1. dependability			
2. responsibility			
3. leadership ability			
4. social awareness (concern for others)			
5. effecient perception of reality			
6. democratic character structure			
7. ethical			
8. academic achievement commensu- rate with ability			
9. positive self-concept			
10. honesty			
11. perseverance			
12. internalized value system			
13. positive attitude toward work			
14. respect for authority			
15. cooperation			
16. moral responsibility			
17. community (school) responsibility			
18. autonomy (independence)			
19. self-control			
20. decision-making ability			
21. tolerance for frustration			
22. ability to set and work toward long-term goals			

	To a greater degree	About equally	To a lesser degree
23. altruistic			
24. flexibility (adaptability)			
25. ingenuity (or creativity)			
26. tolerance			
27. democratic			
28. sense of appreciation			
29. willingness to help			
30. psychological and emotional maturity			

If, in general, you feel that 4-H Club members exhibit these traits and qualities to a greater degree than do non 4-H Club members, upon which of the following do you base your feelings? (check as many as you wish) and rank (1,2,3)

- _____ your association with and observation of 4-H Club members
- _____ their 4-H Club experience
- _____ their place of residence (nearly always on a farm)
- _____ stereotype you have of 4-H Club members or farm children
- _____ child-rearing practices
- _____ fact that you were a 4-H Club member
- _____ other

Thank you for your cooperation.

Audrey Pederson
Elementary Counselor
Grinnell-Newburg Schools